

Using Didactic Games in Mother Tongue Lessons

Turdiyeva Gulbahor Toxirovna

A mother tongue teacher of Namangan Regional National Center of Teaching New Methodologies to Teachers

Abstract: In this article, we will look at some interactive methods that can be used in native language lessons and the benefits they offer. The use of interactive methods in native language lessons greatly improves the language learning process, making it more interesting and interesting for students. Games are a fun way to keep students interested and learning more fun. They can be used to teach vocabulary, grammar and pronunciation, among other things.

Keywords: game, increase, methods, process, students, interactive, communicate.

Introduction. It is known that conducting lessons using various educational technologies in the classroom, taking into account the interest of students, the use of handouts ensures the effectiveness of the lesson. One of the means that increase interest is didactic materials, including problematic and interesting questions, creative tasks, educational games, on the development of creative work and mental abilities, as well as handouts, instructions used by the teacher in the learning process, the organization of graphic notes of practical work, are also factors that increase the educational value of the lesson. The use of interactive methods in native language lessons has a positive effect on language learning. Interactive methods are those that involve students in practical or participatory activities rather than passive listening or reading. Interactive methods help students develop skills to work and communicate in a team, increase their motivation and activity, and learn in a more natural way. Using interactive methods, students often retain more of what they have learned over time, and learning a language becomes more interesting and fun.

Literature review. Native language classes can use a variety of interactive techniques such as play, debate, role-playing games, simulation, story, project-based teaching. The use of different methods helps to satisfy different learning styles and preferences, making the class more inclusive and open to all students. The didactic way of the use of the game was developed in the 18th century by such teachers as I. B. Bazedov, C.G. Salzman, 1981. They used various games in order to make children's education more entertaining, appropriate to their age characteristics.¹ When using didactic materials in the classroom, it is important to pay attention to the following: - orient students to solve various problems; - direction to carry out various studies; - formation of skills to create problem situations and get out of them; - conducting various practical experiments in the classroom; - Release updates and customize them for analysis. Russian scientist teachers - K.D.Ushinsky, P.F. Lesgaft made contribution in development of theory of children's game. K.D.Ushinsky appreciated games of children and in this connection he wrote: «In order the game was the perfect game, a child should never be satiated and never get used to it, little – by little, without effort and compulsions must give it up for work»². Didactic games organized in the learning process are also a means of developing students' thinking. Didactic games should be considered as an educational activity, and not as a means of recreation or

¹ The Role of the Didactic Games in Enhancing Cognitive Activity at Preschool Children Aliyeva Shahla Gasim qizi Azerbaijan State Pedagogical University, Baku, Azerbaijan ORCID: <http://orcid.org/0000-0002-5474-5038>

² Ushinsky K.D. Chelovek kak predmet vospitaniya. M: Prosveshchenie, 1977, 237c.

pastime.

Discussion. *Game "Story".* The teacher writes a few words on the board. Students write their own story using these words. In this process, along with an increase in their vocabulary, the ability to correctly build sentences, pronounce sounds correctly, the ability to think creatively and independently is formed. Encouragement from the teacher from time to time increases students' self-confidence. This game can be easily used in extracurricular activities and clubs. For example: Nafisa, watch, rain, book.

Game "Who is he?" What is this?". Several objects are placed on the table. The teacher describes one of these objects. By these signs, students will know what the story is about. The advantage of this game is that it can be used during the lesson to focus students' attention, relax their hands, or introduce new sounds and explain a new topic. This game allows students to develop intelligence, thoroughness and independent thinking skills. For example: It has the shape of a ball. Our famous athletes also play it in stadiums. It is also a favorite toy for young children. (answer: ball).

Game "Wise". The teacher asks a question based on the symbol. Students name objects that reflect this symbol. The students with the most correct answers are considered the winners. Playing this game facilitates the process of introducing students to vocabulary. In addition, it forms such qualities as responsiveness, independence, ingenuity, creativity. Q: What is white? Answer: paper, notebook, cloud, curtain, snow, grandmother's hair, ..

Game "Wrong sentence". This game is based on pictures. During the description of the picture, the teacher uses sentences that do not belong to the picture. Students should carefully find this sentence. During this game, students are required to be smart, thorough, observant and attentive. They carefully observe the picture as well as listen carefully to the teacher's story. Finding each incorrect sentence builds their confidence and interest in the lesson. This game can be used not only in mother tongue classes, but also in extracurricular activities.

Game "Never". During the game, the teacher reads the text. Students must find a sentence or a sentence that expresses events that cannot happen. This humorous game requires intelligence, precision and observation, and also helps develop the ability to listen to a story. After this game has been played several times, students can be tasked with making up such stories on their own. Example: Olim didn't go to school because Monday was a holiday. He went to the zoo with his sister Wazira. In the zoo, they saw a lion swimming in the water, a fish swimming in a cage and a huge wild nightingale.

Game "Continue". In this game, the teacher starts the story. Students continue on their own. In this way, students develop creativity, independent thinking skills, develop the ability to write creative works such as saying or essay, and increase their vocabulary. In addition, they develop self-confidence. The Continue game can be used in native language, reading lessons, or extracurricular activities. For example: "Today, when I came to school early..."

Game "This is mine". The teacher distributes flashcards to students. Each card has a different letter. After that, the teacher begins to read the words. As soon as the students hear the word that begins with the letter written on the card in their hands, they must answer "This is mine." The teacher reads the words faster, the students listen carefully.

Didactic games and various competitions are of great importance in the development of the speech of young schoolchildren. In this regard, it is possible to organize an inter-line competition to strengthen the topic as follows: Line 1: Say the words that begin with the letter K. Line 2: Say the words with the letter k in between. Line 3: Say words with the letter k at the end. The row with no repeated words is the winner. Then cards with pictures of different objects are distributed to each of the students. Find the words indicating the signs of the subject in the picture and make two sentences with their participation. Practicing making several sentences based on a single picture will also help expand your student's thinking and develop their speaking skills.

Game "Yes or No". The game "Yes or No" teaches students to distinguish right from wrong, to think quickly, react, analyze and synthesize, and pronounce the right thought in time. The main goal is to teach students to use the most necessary idea instead of themselves. Teaches you to think clearly. It is good to use it in reinforcing parts of the native language and in reading literacy lessons, use it in generalization lessons or use it to reinforce a new topic.

Game "Find the mistake". In this case, it will be appropriate if the students work in groups. Each group was given texts with spelling errors. When choosing a text, it is necessary to take into account the topic covered. For example, texts can be prepared based on the topics Units, Intensives, or Vowels. Groups identify misspelled words or punctuation marks. After the set time has elapsed, the signs change places, and the groups analyze each other's mistakes. They will know which group achieved which result from the correct text given on the screen. This method helps to improve the written literacy of students.

Game "Word for word". In this method, it is organized by combining opposite words or by finding a word by the last letter of the word. If a ball is used in this process, the students' mood will improve, and through physical activity, a moment of relaxation can be organized. For example: 1st student: throws the ball to the second student, saying "White", the second student picks up the ball, saying "Black". If the next student starts with the last "a" as "Bitter", the next student will answer "Sweet". The next student picks up the ball saying "Fine", then the next student continues by saying "Rough". This game helps students develop resourcefulness, dexterity and vocabulary. He teaches how to use these words effectively in writing.

Game "Remember the words!". Purpose: activation of the vocabulary of various thematic groups; control over the correct use of words. Options: 1) The leader calls the profession, the task of the students is to list the actions associated with it. Each word is given a token. Moderator: What does the doctor do? Students: Heals, examines, gives medicine, operates. 2) The leader calls the actions, students must list the professions associated with this action. For example: Presenter: Who checks notebooks, calls to the board, puts marks? Students: Teacher, lecturer. The one with the most tokens wins.

Game "Mail". The postman (student) takes out envelopes from the bag, which contain syllabic cards (ma, ra, ma, sha, sha). The letter is given to the student whose name is on the envelope. The student reads the syllabic cards to himself, then aloud. Syllabary cards can be distributed to groups to form new words from syllables.

Therefore, didactic/ educational game is a universal means that not only has positive motivating effect when studying a foreign language but also helps pupils to adapt to a new situation of development, to become the subject of his own activity and behaviour, promotes successful socialization.³

Conclusion. In conclusion, it can be said that the use of interactive methods and didactic games in native language lessons can turn learning into an interesting and interesting process. With the help of games, role-playing games, collaborative projects, simulations and stories, students can improve their language skills while developing other basic competencies. Interactive methods make language learning an interesting and useful experience. Interactive methods can bring many benefits in native language lessons. They help students participate in activities, improve fluency in their language, develop collaborative skills, strengthen understanding, increase motivation and confidence. Using these techniques, teachers can create a more dynamic and effective educational environment for their students.

Used literatures:

1. The Role of the Didactic Games in Enhancing Cognitive Activity at Preschool Children
Aliyeva Shahla Gasim qızı Azerbaijan State Pedagogical University, Baku, Azerbaijan

³ Sanzharevskaya I. N. Didactic game as means of activization of cognitive activity of younger school students. Final certification work. Krasnodar, 2016. 70 p.
Copyright (c) 2023 Author (s). This is an open-access article distributed under the terms of Creative Commons Attribution License (CC BY). To view a copy of this license, visit <https://creativecommons.org/licenses/by/4.0/>

ORCID: <http://orcid.org/0000-0002-5474-5038>

2. Ushinsky K.D. Chelovek kak predmet vospitaniya. M: Prosveshenie, 1977, 237c.
3. Sanzharevskaya I. N. Didactic game as means of activization of cognitive activity of younger school students. Final certification work. Krasnodar, 2016. 70 p.
4. Abduqudusov O.A. “Zamonaviy pedagogik va axborot texnologiyalari” Toshkent, 2011-yil.
5. Mavlonova R. va boshqalar. Pedagogika T.: O’qituvchi. 2010 y.
6. Bobomurodova A. Ona tili ta’limi jarayonida o’yin-topshiriqlardan foydalanish. T.: Musiqa. 2009. 31-bet.
7. Qosimova K., Matchonov S., G’ulomova X., Yo’ldosheva SH., Sariev Sh. Ona tili o’qitish metodikasi. Darslik. T., “Noshir” 2009.
8. Yo’ldoshev J., Yo’ldosheva F., Yo’ldosheva G. Interfaol ta’lim -sifat kafolati. -Toshkent, 2008.
9. Qodirova F., Qodirova M. Bolalar nutqini o’stirish nazariyasi va metodikasi. Toshkent – 2006 yil.